

DOCUMENT RESUME

ED 417 386

CS 013 118

AUTHOR Ediger, Marlow
 TITLE Affective Objectives in Reading.
 PUB DATE 1998-00-00
 NOTE 6p.
 PUB TYPE Guides - Classroom - Teacher (052)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Affective Objectives; Cognitive Objectives; Elementary Education; Evaluation Methods; *Reading Instruction; Reading Teachers; Student Evaluation
 IDENTIFIERS Learning Environment

ABSTRACT

Emotions, feelings, and values are important in an individual's well being. If pupils possess quality attitudes, the chances are that cognitive objectives will be achieved well, as much as the individual can be capable of doing. The teacher needs to emphasize affective objectives in reading instruction. Learning opportunities to achieve objectives should have both affective and cognitive inherent ends. Evaluation procedures also need adequate emphasis placed upon the affective components of learning in the reading arena. (RS)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED 417 386

AFFECTIVE OBJECTIVES IN READING

Reading teachers need to stress three kinds of objectives in teaching and learning. The first kind-- cognitive--does receive major emphasis in the reading curriculum. Here, pupils are to acquire vital facts, concepts, and generalizations. Too frequently in educational literature, facts are trivia and not treated in a relevant manner. Facts are the building blocks for developing concepts. Concepts are broader in scope than facts. There usually are many facts in a single concept. Consider the fact, "Many people lived on a manor during the Middle Ages." The word manor, a concept, among others, contains several relevant facts such as

1. A manor contains a castle, a moat in front of the castle, peasant cottages, and a mill to grind grain.
2. The manor was a farm, for its day, in Western Europe.
3. Surrounding the manor was farm land used for tilling and raising grain, pasture land for cattle grazing, and fallow land left idle to enrich itself for the next planting season.

Concepts are single words or phrases. The following are additional concepts for pupils to acquire when reading about the Middle Ages-- page, squire, knight, tournaments, and armor used in battle. In addition to facts and concepts, pupils need to relate concepts to form a generalization (Ediger, 1996). Notice how the following underlined concepts are used to form a generalization -- To become a master, the young person first becomes an apprentice and then a journeyman. These three stages emphasize a sequence in moving from the lowest to the highest level in the worker's guild. Pupils need to relate facts to form concepts. The related concepts then may become a generalization.

To achieve cognitive objectives including facts, concepts, and generalizations, learners need to acquire affective objectives. Affective objectives assist pupils to do better in acquiring cognitive ends. The better the affect or attitude of pupils, the more likely it will be that cognitive objectives will be achieved. Negative affect hinders pupils in achieving objectives. Being willing to think critically and creatively on subject matter read and discussed, as well as engaging actively in problem solving, accentuates the need to have an affective dimension in pupils that wishes to acquire relevant skills in the reading curriculum.

Affective Objectives in Reading

Affective objectives involve attitudes, feelings, emotions, and beliefs. There are numerous programs of reading instruction that emphasize the affective dimension of objectives. Student teachers and

CSO13118

cooperating teachers, whom I supervised in the public schools, have placed much emphasis upon pupils acquiring affective objectives. These teachers stress rather heavy pupil involvement in developing the reading curriculum. In numerous situations, the teachers have established learning centers to involve learners in a curriculum of affect. Pupils may then sequence their very own progress by selecting ordered tasks from these learning centers. I will describe one set of centers I observed when supervising teachers in the public schools. The following centers were in evidence:

1. an individualized reading center. Here, pupils chose sequential library books to read. The library books available were on different genres and on diverse reading levels. A variety of ways were emphasized by the teacher in evaluating pupil achievement in reading. The teacher may have a conference with a pupil after the learner had completing the reading of a book. Pupils individually might also select how to be appraised, such as in word recognition and comprehension of content read.

2. a listening center. The pupil may choose a library book to read which has an accompanying cassette tape. The pupil may then follow along in his/her book while the tape is playing the related abstract words. Questions, located at the center, covering the content read may be answered by the involved learner. The pupil with teacher guidance might appraise how well the learner comprehended contents read. Each pupil could also select a section from the library book to read orally to the teacher to notice progress in word recognition skills.

3. an experience chart center. The pupil here may view a set of pictures or objects. Based on observations made, the pupil may dictate story content to the teacher. The teacher writes the dictated ideas on a flip chart or types the resulting ideas into the word processor. With teacher guidance the pupil may read his/her dictated story orally. The teacher then has ample opportunities to appraise word recognition as well as understanding the ideas on the experience chart.

4. an art center. Based on multiple intelligences theory, a pupil may develop an art project on a character in a story read. The art project might also be developed on the setting, plot, theme, and/or irony in the library book read. Content in the art project will indicate pupil understanding of the previously mentioned elements of the story.

5. a drama center. Here pupils individually or in a committee may select content from a library book read to develop a creative or formal dramatics presentation. Content read needs to be divided into different roles for individuals to play. If the play parts are written out, formal dramatics is involved when learners individually read their respective parts. In creative dramatics, the parts are not written down, but presented sequentially as different roles are played by pupils in the presentation. No words might also be stressed in play production such as a pupil in a committee pantomiming content from the selection read.

Pupils may rotate at the different centers so that each pupil has an opportunity to work at the different centers. There should be an adequate number of tasks at the different centers so that pupils individually may omit tasks not possessing perceived purpose. The role of the reading teacher is to motivate and guide pupils to make choices and decisions based on interests and affect possessed. There needs to be chances for pupils to work collaboratively at the different centers. There are pupils who prefer working together with others as well as by themselves. It is important to provide choices to pupils to use their preferred style of learning. The feelings and emotions are involved in a reading curriculum of affect.

Emotional Intelligence

Considering the feeling dimension of learners is vital in teaching and learning situations. Goldman (1995) in his book Emotional Intelligence indicates five dimensions of emotional intelligence. the first is self awareness. Here, the learner realizes his/her strengths and weaknesses and uses these to become decisive in decision making. Self confidence is vital in order to make choices and act to make decisions.

Second, pupils need to learn to handle their emotions. Impulsive behavior may make for incorrect decisions. Learners need to develop more of a walt approach so that options may be scrutinized in terms of advantages and disadvantages the consequences of each choice needs to be assessed. Third, learners need to feel motivated to achieve objectives. Hope is involved in having these challenging objectives in life. Motivation then comes from the different objectives that individuals aim for. Optimism is necessary to achieve and reach objectives one has in mind. Fourth, empathy is a very important trait for pupils to develop. Feelings of empathy make it possible to sympathize with others. Empathy is learned and a pupil learns to assist others in positive ways. Compassion for others is important. Fifth, the development of social skills enables a pupil to help others in every day situations in life. Politeness and friendliness enable a person to interact effectively with others in society on a daily basis.

Emotional intelligence harmonizes well with an affective reading curriculum. With teacher/pupil planning of the reading curriculum, self awareness is developed increasingly so when pupils choose the order of materials to read. Strengths in decision making should be an end result in the choosing of reading materials. When pupils learn to handle emotions effectively, there is persistence and effort put forth in learning. The immediate objective is not what is necessarily good such as impulsive behavior. Rather, the pupil needs to evaluate the pros and cons in making choices. Motivation is necessary in order that objectives are achieved by pupils in reading. With the absence of objectives in

reading, energy levels for learning go downhill.

Feelings of empathy make it possible for pupils individually to get along well with others. In school and in society, it is necessary to have good human relations so that achievement and group efforts are possible. Human beings are feeling individuals, not automatons. Social skills need learning by pupils so that a friendly and considerate environment is available for all to achieve more optimally. Committee endeavors in ongoing lessons and units of study in reading provide many opportunities for pupils to develop social skills.

In my own experiences as a teacher, school administrator, and university professor, including supervising student teachers and cooperating teachers, I believe affective and cognitive objectives interact. Thus, when I speak at conventions for teacher education and write for publication, I stress that quality emotions and feelings assist pupils to achieve at a more optimal level in the cognitive domain. My observations of pupils in the public schools indicate that individuals who are hostile, negative, have short attention spans, and mistreat others in the classroom have a difficult time to achieve what their potential is, more so than other pupils in the class setting. Thus, quality attitudes in the affective domain assist learners to achieve more optimally in the cognitive area in reading.

Openended objectives are desired, rather than measurably written or behaviorally stated objectives for pupils to achieve. Why? Not all pupils, by any means, learn the same things due to individual choices and decisions made in ongoing units of study (see leaning centers above for examples). If teachers determine objectives for all pupils to achieve, there is no room for learners to select and omit learning opportunities, based on perceived purposes. If pupils select sequential objectives to achieve, within a flexible framework, a psychological approach is involved as compared to a logical order whereby the teacher arranges the order of objectives for pupil attainment.

Sequence resides within the learner, not within the minds of teachers or textbooks in reading. Formal methods of teaching reading are eliminated and replaced with learner choices and decisions as to what to accomplish and what to omit. The feeling, affective dimension is definitely involved in making choices and decisions (Ediger, 1996).

A pupils centered curriculum might be emphasized, in part, through individualized reading. Thus, instead of using basal readers in ongoing units of study, pupils may choose to read library books that relate directly to the unit being studied presently. In a literature, social studies, or science thematic unit, an adequate number of library books on different reading levels need to be available for pupil choice. I have observed this approach to be very successful in ongoing lessons and units of study. Pupils relate what was read from a library book to the ensuing discussion. There appears to be much discussion and excitement when this approach is used in teaching reading across

academic discipline lines. Pupils might then notice different points of view expressed which can lead to analysis and evaluation of subject matter read.

In addition to pupils choosing sequential library books to read and relating the content to ongoing discussions, the reading teacher might also have conferences with individual pupils or several pupils who have read the same book when multiple copies are available. Here, the teacher might observe pupil enthusiasm, interest, and quality of comprehension. The reading teacher must always diagnose strengths and weaknesses shown by pupils in the conference setting. What has been diagnosed as weaknesses might then be remediated through additional learning activities (Ediger, 1997)

Conclusion

The emotions, feelings, and values are important in an individual's well being. Reading teachers should emphasize an adequate number of objectives stressing the affective domain. If pupils possess quality attitudes, the chances are that cognitive objectives will be achieved well, as much as the individual can be capable of doing.

The teacher needs to emphasize affective objectives in reading instruction. Learning opportunities to achieve objectives should have both affective and cognitive inherent ends. Evaluation procedures do need adequate emphasis placed upon the affective components of learning in the reading arena.

References

- Ediger, Marlow (1997), Teaching Reading and the Language Arts in the Elementary School. Kirksville, Missouri: Simpson Publishing Company, 32.
- Ediger, Marlow (1996), Elementary Education. Kirksville, Missouri: Simpson Publishing Company, 134.
- Goleman, Daniel (1995), Emotional Intelligence. New York: Bantam Books.□